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ABSTRACT

Project RETAIN (Retention in Education Technical Assistance and Information Network) is a Florida project that assists school districts through identification and dissemination of effective practices that keep students with mild disabilities in school. One part of the project was the development of a database of school district efforts in the area of dropout prevention programs. The database provides information to practitioners, administrators, agency personnel, parents, policymakers, and other interested professionals. Data for the dropout prevention database were derived from descriptive materials of dropout prevention programming collected from districts across the state. Materials received from 45 of Florida's 67 school districts were analyzed and entered into the database. Contents of the database have been organized into a dissemination format which includes: (1) a cover page (providing data on contact person/s, district size, verification, initiatives, dropout prevention team members, and program status); (2) dropout prevention programs (with data on dropout components in general, dropout retrieval activities, educational alternatives, substance abuse, teenage parents, discipline, and youth services); and (3) program components (covering planning documentation, program documentation, interagency cooperation, curriculum, related dropout services, types of students served, and program information). Some overall recommendations resulting from the data collection effort are noted. Appendices list contact persons, sample materials, and program descriptors. (Contains 13 references.) (DB)

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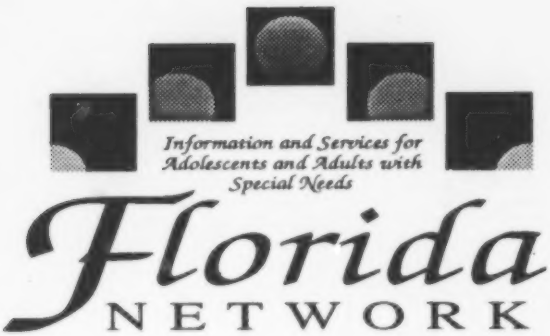

Statewide Dropout Prevention Database: What's Happening in Florida

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Bureau of Education for Exceptional Students
Division of Public Schools
Florida Department of Education

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Statewide Dropout Prevention Database: What's Happening in Florida

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Preface

The Statewide Dropout Prevention Database was designed for the 1992-93 school year to collect information on dropout prevention programs in Florida. The dropout prevention database was added at the time the existing Statewide Transition Database was updated. These two databases provide information on current transition and dropout prevention programs to practitioners, administrators, agency personnel, parents, policymakers, and other interested professionals. Additional information on dropout prevention program effectiveness is available through a biennial report, *Dropout Prevention* (1993), published by the Bureau of Student Support and Academic Assistance. What is unique about the database information is that the Statewide Transition and Dropout Prevention Databases were built in an effort to facilitate the sharing of transition and dropout prevention programming practices across districts in order to improve services for students with disabilities. These databases are housed in the ***Florida* Network** Resource Center. The information from the databases is disseminated through monographs, technical assistance packets, presentations, and the ***Florida* Network** newsletter.

This report is the third in a series of four monographs. The first monograph reported on a consensus-building study on effective transition and dropout prevention practices. The second monograph updated the Statewide Transition Database, information collected on transition programs offered throughout Florida. The fourth monograph will present seven districts that exhibit best practices in transition and dropout prevention programming as determined by the Delphi study presented in the first monograph. In order to make this database as representative as possible of programming across Florida there were a minimum of three letters sent and one follow-up telephone call to the district contact person. However, partly because of the changes mandated by the Individuals with Disabilities Education Act (IDEA), programming in Florida is experiencing a growth spurt. The data reported here are representative of the district data sent to the researchers for the 1992-93 school year for dropout prevention. It is possible that current programs are not represented in this database. It is important to

note that this database is only representative of the information made available to the researchers. There are districts in Florida with dropout prevention programs that are not included in this study because the information was not received by the researchers.

Acknowledgments

Several individuals have contributed to this study and the development of this document. Their contributions were great and warrant mention. First, a special thank you is extended to the exceptional student education and dropout prevention contact persons who gave their valuable time to participate in this study. Their responses were timely and thought-provoking. Second, the contribution made by Dr. Sara Pankaskie from the Florida Department of Education, Bureau of Education for Exceptional Students, should not go unrecognized. Sara has been supportive and offered assistance throughout this study. Vicki Tucker and Beth A. Maxwell deserve recognition for their editorial and layout work. And finally, we wish to thank our technical reviewers who gave us valuable insight and direction.

Introduction

Research indicates that students in special education are dropping out of school at a higher rate than their nondisabled peers (Butler-Nalin & Padilla, 1989). About 30% of the students with disabilities are exiting school without graduating (Clark & Kolstoe, 1990). It is important to consider the impact of this research when implementing the national legislation for transition planning and services. A student who has dropped out of school cannot receive the maximum potential of the educational transition services available. The effectiveness of secondary special education can be evaluated not only from the aspect of preparing students to lead independent adult lives, but also from the perspective of the number of students completing the programs (Blackorby, Edgar, & Kortering, 1991).

Public and private sector dropout prevention programs are providing services around the country (Florida Department of Education, 1988). As part of the movement to provide effective services, dropout prevention programs are available to students, including students with disabilities who can meet the eligibility requirements. Eligibility requirements may simply require that a student show a lack of motivation as measured by grades not commensurate with ability, high absenteeism, or other documentation by student services (Florida Department of Education, 1993).

Although public school districts are required to submit all dropout prevention enrollment data to the Department of Education, the databases provide a source of additional information on dropout prevention programs. To this end, the Statewide Transition and Dropout Prevention Databases, sponsored by the ***Florida* Network**, were guided by the following objectives:

- Identify transition and dropout programming practices throughout Florida.
- Determine programming policy in all 67 school districts.
- Build a descriptive database covering the programming policies of all 67 districts.
- Build a dropout prevention program database.
- Identify dropout prevention programs designed for or including individuals with mild disabilities--exceptional student education (ESE) programs tied to dropout prevention not already in the Transition Database.

- Identify comprehensive programs to be duplicated.
- Identify gaps in Florida's transition programming.
- Disseminate descriptive database information.
- Identify effective practices that prepare students with mild disabilities for postsecondary employment and education and that reduce the number of students who drop out.
- Identify exemplary programs in dropout prevention in large, medium, medium/small, and small districts to allow a district to examine effective programs in districts of comparable size.
- Provide technical assistance to school personnel, families, and service providers in the replication of the identified best practices through a series of monographs, regional training sessions, and a statewide annual training.

Rationale for Study

The collaboration between dropout prevention and exceptional student education has been reinforced in Florida by the state legislature. Through the Dropout Prevention Act (230.2316 Dropout Prevention) the Legislature, in recognizing that certain traditional programs may not meet the needs and interests of students (causing them to become unmotivated, disruptive, or drop out of school), authorized and encouraged district school boards to establish dropout prevention programs. Additionally, under Chapter 6A-6, Special Programs for Exceptional Students, the Legislature addressed the evaluation and operation of district dropout prevention programs for exceptional students.

***Florida* Network**, a resource center housed in the Department of Special Education at the University of Florida, has been expanded to include Project RETAIN: Retention in Education Technical Assistance Information Network. A crucial component of Project RETAIN is the expansion of the Statewide Transition Database to include the Dropout Prevention Database. Together these two databases cover programs and practices designed to maintain individuals with mild disabilities in school and to prepare them for postsecondary education, employment, or further training. The purpose of this research is to increase the awareness of dropout prevention programs for students with mild disabilities available in each district and to promote the sharing of information and services between different divisions of public education.

Methodology

Conceptualization

The methodology of this study is based on a literature review of similar national and state studies, and it was patterned after two state-level policy studies conducted by Repetto, White, and Snauwaert (1989) and Snauwaert and DeStefano (1990). In these two studies, transition-related guidelines, documentation, and legislation from all states and territories were collected and descriptored into a database. The resulting outcome for each study was a comprehensive description of state-level transition policy across the United States. Similarly, the intent of the Dropout Prevention Database was to build a database of dropout prevention programming across Florida. Therefore, following the methodology of the national studies, dropout prevention materials were collected from each district in Florida.

The decision to collect and descriptor materials from districts across Florida, as opposed to other forms of data collection, was further supported by several other factors. First, a more comprehensive picture of programming within a district would be drawn from materials actually used in program development. Second, materials gathered from all districts would assist in determining the best methods of descriptoring the data based on actual programs. Third, a collection of materials would build a comprehensive resource library that would be shared with educators across the state.

The database for the dropout prevention programs for each district in Florida was designed to be a parallel companion to the Transition Database and update. The Transition Database was expanded by categories related to dropout prevention.

Contact Persons

Contact persons were identified for all 67 districts (see Appendix A). ***Florida*** **Network** contacted the dropout prevention coordinator for each

district and requested someone to act as a liaison between their district and the ***Florida* Network**. Each coordinator either appointed themselves or a designee to become the dropout prevention contact person (see Appendix A).

Initial Data Collection

The Dropout Prevention Database was initiated during the summer of 1992. An information packet containing a cover letter, a Project RETAIN abstract, and an information sheet was mailed to the ESE director and dropout prevention coordinator in each of the 67 Florida school districts. The purpose of the packet was to introduce relevant district personnel to the project, identify a contact person in each district, and request information from both the ESE director and dropout prevention coordinator regarding programs to retain students with mild disabilities. The first ten packets received were reviewed to help identify a framework by which to merge the incoming data into the existing ***Florida* Network** Transition Database.

The first letter requesting a copy of each district's dropout prevention programming policies and materials was sent February 27, 1992, with return requested by April 1, 1992. A second letter was sent April 30 requesting the information again. The data collected through the Statewide Dropout Prevention Study for students with mild disabilities reflects a 67% (45 districts) return rate from the 67 districts.

Descriptor List Development

In the original 1991 Transition Database, a draft descriptor list was generated through a review of the literature covering effective transition practices. Once materials were received from all 67 districts, two districts from each of the different size groupings (large, medium, medium/small, and small) were selected. The process of developing the descriptor list and of using it to describe the materials sent from these eight districts was accomplished by consensus between two researchers (Repetto, Tulbert, &

Schwartz, 1993). The draft descriptor list was then modified to accommodate components of these eight transition programs. As a final check, the *revised* data collection form was tested on a different set of district transition programs (from each of the different-size groups) and revised again. The final data collection form (see Appendix B) was used to descriptor the transition programs in all 67 districts. This form was also used during the transition update.

The same methodology was used for the Dropout Prevention Database descriptor list development. Once the dropout prevention descriptor list was developed, five randomly selected district programs were descriptored. Based on the feedback from this pilot study, categories were added or deleted to adequately describe the dropout prevention programs available in Florida.

The final descriptoring process for each district's dropout prevention program included rating the materials sent by each district using the descriptor list and entering the data into the database. Because the written materials collected from the school districts in Florida were independently descriptored by two ***Florida* Network** researchers, a major threat to the generalizability (external validity) of the findings of this study was experimenter effect (the degree to which the biases or expectations of the researchers have led to distortions of the data). In an effort to address this concern, a modification of the analytic induction approach (Borg & Gall, 1989) was employed to describe the data.

Database Construction

After consultation with several computer experts, Filemaker Pro software and Macintosh hardware computer systems were chosen to create and maintain the databases. Once the dropout prevention program contact persons from the 45 districts responded, the data were descriptored. Each district's dropout prevention data were entered as descriptored using two formats: the district cover page and the program descriptor sheets (see Appendix B).

The cover page contains the dropout prevention contact person's name and address, district's dropout prevention initiative, dropout prevention team members, and program offerings. The dropout prevention offerings include the following: Dropout Components in General, Dropout Retrieval Activities, Educational Alternatives, Substance Abuse, Teenage Parent, Disciplinary, and Youth Services. These will be explained in the Program Status section. There is a file for each program offered by the district. The files include the dropout prevention services, curricula planning and program documentation, interagency cooperation, types of students served, program location, and scheduling.

Verification of Database

After each district's dropout prevention data were entered into the database, the cover page and program descriptor sheets for each district were printed. The verification date, Spring 1993, on Table 4 indicates the most recent date information was sent to the districts for verification. These data sheets reflecting the dropout prevention programs for each district were printed. To ensure that the information on the dropout prevention programs was descriptored accurately, the data sheets were sent out for verification March 26, 1993. If the dropout prevention program data were descriptored inaccurately, the contact person was asked to correct the data sheets, provide documentation for the changes, and return the materials to the ***Florida* Network**. If dropout prevention programs or program components were missing, the contact person was asked to provide the necessary materials (e.g., forms, guidelines, handbooks, manuals) for descriptoring. If the data sheets were correct, the contact person was asked to sign a verification statement and return the data sheets. (The districts that did not respond to the verification request were contacted by phone.) Sixteen district dropout prevention contact persons returned the verification sheet.

Any changes to the data had to be supported by written documentation. The final response rate for this study was 45 school districts with a verification of data from 16 of these school districts.

Study Limitations

Data collection consisted of requesting all written materials related to dropout prevention programming and services from each district contact person. Therefore, data are based on each district contact person's reporting of programs. Program reporting may have been limited due to lack of knowledge about programs within a district or to not having written information covering a program. Attempts were made by the researchers to clarify programs and to obtain written descriptions of the programs. It is important to note that this database is only representative of the information made available to the researchers from 45 school districts. Therefore, dropout prevention programs for the other 22 school districts are not represented in this database.

Results and Implications

Cover Page

A cover page (see Appendix B) was completed for each district by the project staff. The intent of the cover page was to provide general descriptive data for each district and a quick overview of the district's dropout prevention programming. Cover page information includes the district contact person, district size, verification date, initiatives, dropout prevention team members, and program status. A discussion of each of these components is included in this section. It is important to reiterate that this data is only representative of the 45 districts that responded.

Contact Person

A contact person was identified in each district to assist in data collection. The contact persons assisted in data collection by sending a copy of their district's dropout prevention programming materials and by providing verification of the data entered for their district in the Statewide Dropout Prevention Database. In addition, contact persons may be asked to provide periodic updates on their district's dropout prevention programming.

District Size

District size was determined by the 1990-91 Bureau of Education for Exceptional Students list of large, medium, medium/small, and small districts (see Table 4, page 15). This breakdown is important because it provides for a comparison of districts by size (see Appendix C for Florida map depicting district locations), and it allows district size concerns to be addressed. For example, small districts can learn how other small districts are delivering services and addressing issues specific to small districts such as limited job sites.

Verification

Because transition programming is being impacted by legislative and funding priorities, programs offered by districts will change from year to year. For this reason, the Dropout Prevention Database may be updated on a periodic basis. In addition, the date of update verifications will be noted on the cover page. Noting the date of the last verification of the district data is important because it indicates whether or not the information in the database is current. The current verification dates listed for the Statewide Dropout Prevention Database is in the Spring of 1993.

Initiatives

The Florida Department of Education has funded several transition-related initiatives. Additionally, some districts have been involved with federally funded programs. Data on district participation in state and federally funded programs will allow for comparisons and possible explanations why some programs are more comprehensive.

Dropout Prevention Team Members

The individuals on the dropout prevention team are listed in this section and are determined from information at the district level. The generated list includes 24 possible dropout prevention team members (see Table 1, page 10). Only 13 of the categories were represented in the 45 school districts that responded. Seven districts included a parent or guardian, seven districts included guidance counselors, and only one district included the student. Two school districts indicated other team members not on the list. One district included the director of instruction, the ESE coordinator, and an interagency council member as other dropout prevention team members.

Interesting to note are the team members found on transition teams, but not represented as dropout prevention team members in any of the responding districts. Those not represented include: evaluator, psychologist, transition specialist, related service representative, employer representative, adult service representative, DVR representative, DD Representative, DBS Representative, ARC Representative, and PIC Representative. The dropout prevention team members can be divided into five different groups:

1. Family Members--parent/guardian and student
2. Other Professional Personnel--district administrator, principal, curriculum coordinator, evaluator, psychologist, transition specialist (including the occupational specialist, on-the-job training team leader, vocational placement specialist, job coach, and supported employment teacher), and guidance counselor

3. Teachers--ESE, vocational, and regular education
4. Agency Representatives--adult services, Division of Vocational Rehabilitation (DVR), Developmental Disabilities (DD), Health and Rehabilitative Services (HRS), Division of Blind Services (DBS), Association of Retarded Citizens (ARC), and Private Industry Council (PIC)
5. Others--community college and vocational education, Florida Diagnostic and Learning Resource Services (FDLRS), director of instruction, ESE coordinator, Interagency Council, child study facilitator, and occupational and placement services.

An analysis of the groups based on the 45 school districts that responded indicates that dropout prevention teams are comprised of family members (18%); teachers (22%); other professional personnel (40%); agency representatives (7%) (HRS was the only agency listed); and others (9%). The next update will be expanded to specifically include a category for dropout prevention teachers.

Program Status

The term program is used to describe any project or activity specified in the materials sent from the districts. There are seven categories included in this database that were developed from programs available throughout the State of Florida. The categories included are Dropout Components in General, Dropout Retrieval Activities, Educational Alternatives, Substance Abuse, Teenage Parent, Disciplinary, and Youth Services. Other programs reported, but not addressed in this study, include Migrant, Migrant Dropout Prevention, and Advisement.

Districts were asked to indicate on the cover sheet whether the programs were currently being offered or were in the planning stage. At the time of reporting, there were six programs in the planning stages: four Dropout Retrieval Activities and two Youth Services programs. The following information is based on a total of 234 programs that were offered in the 45 school districts that reported (see Table 2, page 11).

Table 1: Dropout Prevention Team Members

Team Members	No. of Districts
Parent/Guardian	7
Student	1
County Administrator	1
Principal	6
Curriculum Coordinator	4
Evaluator	0
Psychologist	0
ESE Teacher	3
Vocational Teacher	2
Regular Education Teacher	5
Transition Specialist	0
Guidance Counselor	7
Related Service Representative	0
Employer Representative	0
Adult Service Representative	0
DVR Representative	0
DD Representative	0
HRS Representative	3
DBS Representative	0
ARC Representative	0
PIC Representative	0
FDLRS Representative	1
Community College/ Vocational Representative	1
Others	2

Table 2: Dropout Prevention Categories

Category	No. of Districts Planning	Offering
Dropout Components in General	0	42
Dropout Retrieval Activities	4	16
Educational Alternatives	0	42
Substance Abuse	0	31
Teenage Parent	0	42
Disciplinary	0	35
Youth Services	2	26
TOTAL	6	234

Dropout Prevention Programs

Florida's counties or educational districts have been grouped into four different size ranges: large, medium, medium/small, and small by the Florida Department of Education's Bureau of Education for Exceptional Students. An interesting analysis is the comparison of district size and the type of programs offered (see Table 3, page 13). The information provided is based on the programs implemented in the 45 responding school districts. A response rate by district size is also included in the following table (see Table 3, page 13). Eleven of the 14 large districts responded (79%), all of the 13 medium-size districts responded (100%), six of the thirteen medium-/small-size districts responded (46%), and 15 of the 27 small districts (56%) responded.

The dropout prevention categories described include: Dropout Components in General, Dropout Retrieval Activities, Educational Alternatives, Substance Abuse, Teenage Parent, Disciplinary, and Youth

Services. The programs are in response to the 1986 Dropout Prevention Act enacted by the Florida Legislature in which the school districts in Florida were authorized and encouraged to implement a wide range of dropout prevention programs. According to *Volume 1-B: Florida Statutes and State Board of Education Rules -- Excerpts for Programs for Exceptional Students* (Florida Department of Education, 1993): "The Legislature recognizes that a growing proportion of young people are not making successful transitions to productive adult lives...and that the dropout rates within the state have reached epidemic proportions" (p. 24).

Dropout Components in General

Definition. The dropout components in general describe programs that "shall be designed to meet the needs of students who are not effectively served by conventional education programs in the public school system" (Florida Department of Education, 1993, p. 24). Additionally, the Legislature intended that cooperative agreements among school districts, community resources, private, and other government agencies be developed to decrease the number of students who do not complete school and increase the number of students who receive a high school diploma. This category describes activities and practices that cross all projects and programs.

Discussion. Forty-two of the 45 school districts (93%) that responded offer dropout programs in general (see Table 3, page 13). The offerings by district are represented in the following table (see Table 4, page 15). Some districts are combining their efforts with the business community, community services, and parent groups to provide a wide range of services to students at-risk of dropping out of school. In the Broward school district, students have educational options ranging from school placement to full-time placement at alternative centers.

Table 3: Dropout Prevention Percentages of Districts Offering Programs by Size

	Number of Districts		Dropout Components In General		Dropout Retrieval Activities		Educational Alternatives		Substance Abuse		Teen Parent		Disciplinary		Youth Services	
Districts	N	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Large	11	24	10	24	5	31	10	24	9	29	10	24	10	29	10	38
Medium	13	29	12	29	7	44	12	29	11	35	12	29	10	29	9	35
Medium/Small	6	13	5	12	1	6	6	14	4	13	6	15	5	14	4	15
Small	15	33	15	36	3	19	14	33	7	23	14	33	10	29	3	12
Total	45	99*	42	101	16	100	42	100	31	100	42	101	35	101	26	100

* Percents may not equal 100% due to rounding.
N = Number of Districts.
n = Number of Programs.

Dropout Retrieval Activities

Definition. Dropout retrieval activities are "educational programs and activities which identify and motivate students who have dropped out of school to reenter school in order to obtain a high school diploma or its equivalent" (Florida Department of Education, 1993, p. 24). Although this is not a separate program these include separate activities considered important enough to be included as a category.

Discussion. A little over one-third of the school districts (16) that reported offer dropout retrieval activities (36%). At the time of the data collection, four districts had dropout retrieval activities in the planning stages. The Volusia school district's strategies for dropout retrieval activities include special programs and counseling for students who return to school, follow-up telephone calls, home visits, and exit interviews by counselors.

Educational Alternatives

Definition. Educational alternatives programs are "programs which are designed to offer variations of traditional instructional programs and strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in traditional programs remain in school and obtain a high school diploma or its equivalent" (Florida Department of Education, 1993, p. 24).

Discussion. The data from the responding districts indicate that 93% (42 districts) have educational alternatives programs. As a method for improving the programs available, the Pasco school district is providing inservice training for teachers. Some of the issues addressed in the inservice training include reviewing educational alternatives programs in other districts and states, reviewing the philosophy of educational alternatives,

Table 4: Dropout Prevention Program Offerings

County	Size	DO Comp in General	DO Ret Act	Ed Alt	Sub Ab	Teen Pt	Discip	Youth Svs
Brevard	Large	•	•	•	•	•	•	•
Broward	Large	•		•	•	•	•	•
Dade	Large							
Duval	Large							
Escambia	Large	•	•	•	•	•	•	•
Hillsborough	Large							
Lee	Large	•		•	•	•	•	•
Orange	Large	•	•	•	•	•	•	•
Palm Beach	Large	•	•	•		•	•	•
Pasco	Large	•	•	•	•	•	•	•
Pinellas	Large	•	**	•	•	•	•	•
Polk	Large				•			
Seminole	Large	•		•			•	•
Volusia	Large	•		•	•	•	•	•
Alachua	Medium	•	•	•	•	•		•
Bay	Medium	•	•	•	•	•		•
Clay	Medium	•	**	•	•	•	•	•
Collier	Medium	•	•	•	•	•	•	
Lake	Medium	•	•	•		•	•	**
Leon	Medium		•					
Manatee	Medium	•	**	•	•	•	•	•
Marion	Medium	•		•	•	•	•	•
Okaloosa	Medium	•		•	•	•	•	•
Osceola	Medium	•	**	•	•	•	•	
St. Lucie	Medium	•	•	•	•	•	•	•
Santa Rosa	Medium	•	•	•	•	•	•	•
Sarasota	Medium	•		•	•	•	•	•
Charlotte	Med/Small							
Citrus	Med/Small							
Columbia	Med/Small	•	•	•	•	•	•	•

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County	Size	DO Comp in General	DO Ret Act	Ed Alt	Sub Ab	Teen Pt	Discip	Youth Svs
Gadsden	Med/Small							
Hernando	Med/Small	•		•	•	•	•	•
Highlands	Med/Small	•		•	•	•	•	
Indian River	Med/Small							
Jackson	Med/Small			•		•		
Martin	Med/Small	•		•	•	•	•	•
Monroe	Med/Small							
Nassau	Med/Small							
Putnam	Med/Small							
St. Johns	Med/Small	•		•		•	•	•
Baker	Small	•		•		•	•	
Bradford	Small	•		•	•	•		•
Calhoun	Small	•		•		•		
Desoto	Small							
Dixie	Small							
Flagler	Small							
Franklin	Small							
Gilchrist	Small	•				•		
Glades	Small							
Gulf	Small							
Hamilton	Small	•		•		•	•	
Hardee	Small	•		•	•	•	•	•
Hendry	Small	•		•	•	•	•	
Holmes	Small	•		•		•		
Jefferson	Small	•		•	•	•	•	
Levy	Small	•	•	•	•	•	•	•
Liberty	Small	•		•		•		
Lafayette	Small	•	•	•		•	•	
Madison	Small							
Okeechobee	Small							
Sumter	Small							

16

BEST COPY AVAILABLE

County	Size	DO Comp in General	DO Ret Act	Ed Alt	Sub Ab	Teen Pt	Discip	Youth Svs
Suwannee	Small	•		•	•	•	•	
Taylor	Small							
Union	Small							
Wakulla	Small							
Walton	Small	•		•		•	•	**
Washington	Small	•	•	•	•	•	•	
TOTAL OF COUNTIES RESPONDING TO SURVEY	45	42	16	42	31	42	35	26
TOTAL OF PROGRAMS IN PLANNING STAGE		0	4	0	0	0	0	2

Codes:
Dropout = Dropout
DO Ret = Dropout Retrieval
Ed. Alt = Educational Alternative
Sub Ab = Substance Abuse
Teen Pt = Teen Parent
Discip = Disciplinary
Youth Svs = Youth Services

***Verification: Spring 1993

• Represents program existing
** Represents program in planning stage.

Note. There are 67 counties in the State of Florida.

The districts that have blank boxes did not respond to the survey.

*** Verification indicates last database update.

providing counseling and communication skills, and providing instructional strategies. Additionally, the Pasco district is involving parents, community members, and local business people as guest speakers and in other areas such as career awareness, class projects, and field trips.

Substance Abuse

Definition. Substance abuse programs are "agency-based or school-based educational programs which are designed to meet the needs of students with drug- or alcohol-related problems" (Florida Department of Education, 1993, p. 24).

Discussion. Thirty-one of the 45 school districts (69%) have substance abuse programs. Several of the districts that did not list substance abuse as a separate program included it as a course or lecture under Curriculum (see Table 8, page 26) as Other Curricula. Nine of those districts listed some variation of "Health and Drugs" as a component of their curriculum. Additionally, some districts listed organizations such as Alcoholics Anonymous, Narcotics Anonymous, and Ala-Teen under Dropout Prevention Services (see Table 9, page 28) that offer support for students with a substance abuse problem. The Volusia school district describes their substance abuse program as a continuum of services designed to meet the needs of all students. The continuum includes treatment at a center that offers educational support and follow-up services for those who have a substance abuse problem.

Teenage Parent

Definition. "Teenage parent programs means educational programs which are designed to provide a specialized curriculum and other services to meet the needs of students who are pregnant or students who are mothers or

fathers and the children of the students" (Florida Department of Education, 1993, p. 24).

Discussion. The teen parent program was reported in 42 of the 45 districts (93%). Following legislation in 1989, teen parent programs became mandatory. Some programs may not have been implemented or may not have been included due to a lack of written documentation. In addition to meeting the educational needs of the parents and children, Volusia County designed its program to coordinate ancillary services such as transportation, social services, child care, and health services including "Well Child Visits."

Disciplinary

Definition. Disciplinary programs are defined as "educational programs designed to provide intervention for students who are disruptive in the traditional school environment" (Florida Department of Education, 1993, p. 24).

Discussion. There were 35 disciplinary programs in the 45 districts that responded (78%). The Volusia County school district provides students in the disciplinary program with intensive individualized instruction and remediation along with positive approaches for encouraging the students to develop more productive behavior patterns.

Youth Services

Definition. "Youth services programs means educational programs provided to students participating in Department of Health and Rehabilitative Services or other youth residential or day services programs" (Florida Department of Education, 1993, p. 24).

Discussion. There are 26 youth services programs in the 45 school districts (58%) which responded to the survey. The program offerings by district size can be seen in Table 4, page 15. As part of their special strategies, the teachers in Pasco County incorporate advisement into the educational programs. The teachers use a behavior modification program with tokens that can be exchanged for privileges--a reward for positive behavior. The intent is to base the curriculum on the course of study from the student's school of regular enrollment whenever possible. The program is individualized with course modifications when needed and covers some basic career exploration and employability skills.

Program Components

The 234 programs that were identified and sent supportive materials were analyzed and categorized into the following components: planning documentation, program documentation, interagency cooperation, curriculum, dropout services, types of students served, and program information. These components are discussed as they relate to the programs reported by the 45 responding districts.

Planning Documentation

Planning documentation was divided into two areas: student planning forms and program planning forms.

Student Planning Forms

The data sheet for dropout prevention had eight possible categories of student planning forms, but the districts that responded indicated that they only use three forms. The three forms are the: Individual Educational Plan

(IEP), Florida Documentation of Referral Form (FLDOC), and Individual Career Plan (ICP). For the seven dropout prevention categories surveyed, the IEP was used in 131 (54%) of the 234 programs. Three programs used the Florida Documentation of Referral Form (FLDOC). The FLDOC lists the anticipated need for postschool services from state agencies such as counseling, interpreter services, or family services and the agency to be contacted. One program used a combination of the IEP and the Individual Career Plan (ICP), and one program used a combination of the IEP and the FLDOC.

Program Planning Forms

The districts use a variety of program planning forms (see Table 5, page 22):

1. General Program Forms--permission, referral, agreement, meeting, and job readiness
2. Communication Forms--letters to parents and students
3. Data Collection Forms--checklists, interviews, pre- and post-placement evaluation, parent and student questionnaires, intake staffing, personal data sheets, and student logs
4. Emergency Procedure Forms--environment analysis and risk management
5. Other Forms--doctor's statement, learning contracts, graduation requirements, child-care referral and placement, lesson plan, effective school and school improvement, school attitude survey, and personnel list.

Table 5: Dropout Prevention Program Planning Forms

Program Planning Forms	No. of Programs
General Program Forms	33
Communication Forms	12
Data Collection Forms	61
Emergency Procedure Forms	1
Other Forms	23

Intake staffing forms were added to the data collection forms category for dropout prevention; 61 programs (25%) use data collection forms. Included in that category were 42 programs indicating pre-placement and 30 programs indicating post-placement evaluation forms. Thirty-three programs (14%) had general program forms. Of those programs, 23 programs had permission forms and 18 had referral forms. Only one (less than 1%) program indicated emergency procedure forms. The communication forms (5%) were parent/student letters. Twenty-three of the programs (10%) had forms that did not fit into any of the previous categories. Some of the other program planning forms listed were parent involvement report forms, IEP guidelines and billing forms. None of the districts indicated that they use meeting forms, employer questionnaires, employer logs, or employer letters in their programs.

Program Documentation

Program documentation (see Table 6, page 23) consists of several different types of documentation.

1. Guidelines--filling out forms, student meetings, program guidelines, admittance, exit review, student eligibility, hiring, and administrator guidelines

2. Handbooks--agencies, parents, and resources
3. Promotional materials--pamphlets, brochures, video tapes, and bumper stickers
4. Policy statements--exceptional student education (ESE), limited English proficient (LEP), and district and state legislative policy
5. Training manuals or instructional materials--district staff, inservice information, and interdisciplinary training
6. Program evaluation guidelines
7. Program outreach guidelines
8. Other assorted materials--program handbook and student conduct code

Table 6: Dropout Prevention Program Documentation

Program Documentation	No. of Programs
Guidelines	219
Handbooks	6
Promotional Materials	20
Policy Statements	223
Training Manuals or Instructional Materials	175
Program Evaluation Guidelines	166
Program Outreach	22
Other Program Documentation	2

Most of the programs (93%) have a district policy statement, and 62% of the programs have ESE and LEP policy statements. Almost as many (91%) have documentation guidelines with 77% for student eligibility, 72% for admittance, and 72% for hiring. Sixty-nine percent of the programs have

evaluation guidelines. Promotional materials, pamphlets, or video tapes were available in 8% of the programs and 9% have program outreach guidelines. Only 3% of the programs offer handbooks for parents, agencies, and resources while 73% have training manuals or instructional services.

Interagency Cooperation

This category reflects districts that have activities supporting interagency cooperation (see Table 7, page 25) including interagency councils, agreements, or statements; agency directories or general agency information; local business advisory board; parent networks; dual enrollment in adult education, community colleges, or vocational education; intra-education or participation in other programs within the school; agencies, businesses, and communities; community colleges; and other cooperation. Examples of the other cooperation indicated by the districts are vocational technical programs, the State Attorney's office, and the juvenile welfare board.

Of the 234 programs, 23% have interagency councils, agreements, or statements. Three percent have agency directories or general information. Sixty-eight percent of the programs list cooperation with agencies or businesses and 39% with the community. More than half of the programs (55%) have parent networks, and 8% cooperate with the community colleges in a capacity other than dual-enrollment. There is cooperation among programs within the schools available in 17% and 6% offer dual-enrollment with adult education, community education, or vocational education.

Table 7: Dropout Prevention Interagency Cooperation

Interagency Cooperation	Total
Interagency Council, Agreement, or Statement	55
Agency Directory or General Agency Information	6
Local Business Advisory Board	7
Parent Network	131
Dual Enrollment	14
Intra-Education	40
Agencies and Businesses	162
Communities	94
Community Colleges	19
Other Cooperation	7

Curriculum

The curriculum offerings reported in dropout prevention programs (see Table 8, page 26) include the following 14 areas: primary, secondary, functional academic, career exploration, employability skills, academics, competency-based, instructional variety, individualized instruction, resource/tutorial, survival skills, social skills, integrated skills, and other curricula. Examples of other curricula provided by the school districts are health and drugs, peer counseling, child care, and correspondence courses.

There are a number of different curricula offered with academics having the highest percentage (69%). Additionally, 25% of the programs offer functional academics. More than half of the programs have career exploration (60%) and employability skills (59%). Almost half of the

programs (48%) include individualized instruction and 24% have resource or tutorial curricula. Primary and secondary curricula are available in 18% and 35% of the programs, respectively. Social skills are part of the curriculum in 30% of the programs and survival skills in 19%.

Table 8: Dropout Prevention Curriculum

Curriculum	No. of Programs
Primary Curriculum	42
Secondary Curriculum	84
Functional Academic Curriculum	60
Career Exploration Curriculum	143
Employability Skills Curriculum	142
Academics Curriculum	166
Competency-Based Curriculum	51
Instructional Variety Curriculum	60
Individualized Instruction Curriculum	116
Resource/Tutorial Curriculum	58
Survival Skills Curriculum	46
Social Skills Curriculum	71
Integrated Skills Curriculum	47
Other Curricula	22

Related Dropout Services

A wide variety of services related to dropout activities in general (see Table 9, page 28) were listed by the participating districts. These services have been grouped into the following categories.

1. Employment Services--Military and Job Services

2. Support Services--Employment specialist, job coach, and other support personnel
3. Educational and Training Services--Vocational, developmental, and community-based training; adult education; college (two-/four-year); and entrepreneurship
4. Referral Services--Referral to JTPA, DBS, DVR, HRS, UCP, DD, ARC, Easter Seal, and Goodwill
5. Family Services--Parent information, guardianship, and general family services
6. Financial Services--SSI
7. Health Services--Medical, mental health, and equipment
8. School-Based Services--Social/leisure, academic, career exploration, and life skills
9. Teacher Resources--Teacher resources and course modifications
10. Community Services--Living arrangements, transportation, and general community services
11. Follow-up Services--Agency referral and general follow-up
12. Liaison Services--Dropout liaison and dropout retrieval activities
13. Planning Services--Guidance and counseling, vocational assessment and evaluation, and case management
14. Other Services--Alcoholics Anonymous, Narcotics Anonymous, behavior specialist, vocational rehabilitation, curriculum specialist, occupational therapist, physical therapist, speech and hearing, legal assistance, after school programs, athletics and field trips, homework hotline, breakfast and lunch, wilderness camp, attendance incentives, and community experiences.

Table 9: Dropout Services

Related Dropout Services	No. of Programs
Employment	59
Support Services	169
Educational and Training Services	104
Referral Services	160
Family Services	105
Financial Services	39
Health Services	111
School-Based Services	206
Teacher Resources	117
Community Services	61
Follow-up Services	60
Liaison Services	80
Planning Services	209
Other Services	49

As might be expected, planning services (89%) and school-based services (88%) are the most frequently cited programs. Just over two-thirds of the programs (68%) indicate they use referral services while half (50%) of the 234 programs utilize teacher resources and course modifications. Support services are available in 72% of the districts' programs with 25% offering employment services. Approximately one-third (34%) of the programs included in this report indicated having a dropout liaison or dropout retrieval activities.

Types of Students Served

Data on students served by dropout prevention programs were provided in several areas including age range, grade range, severity of disability, ESE population, and diploma type. Descriptive information on students that are served can be found in the following tables.

Age Range

The age range (see Table 10, page 30) is for students from 11 to 21 years of age. Not many of the programs indicated the age group of the students they serve, probably because the students are more frequently referred to by grade range. Of the programs indicating the age range served, the highest number of programs (13%) are for students 16 to 18 years of age. The number of programs for students 14 and 15 years of age is only 3% lower with 10% of the programs available for those students. The response for students 13 years old and 19 years old is very similar, 8% and 9% respectively. As the range increases, the number of programs decreases in both directions to 4% for students 11 years old and 21 years old.

Grade Range

There was a much higher response rate on the data sheets for grade range than age range (see Table 11, page 30). Of the programs reported in this study, 50% to 56% serve students in grades 6 to 12. Students in the seventh (55%) and eighth (56%) grades have the highest number of programs available to them, but the number of programs offered are similar in the ninth through 12th grades ranging from 50% to 54%. Grades 4 and 5 have fewer program offerings, 31% and 34% respectively.

Table 10: Dropout Prevention Age Range

Age Range (years)	No. of Programs
11	10
12	16
13	21
14	24
15	24
16	30
17	31
18	30
19	20
20	12
21	10

Table 11: Dropout Prevention Grade Range

Grade Range	No. of Programs
4	74
5	79
6	121
7	132
8	133
9	124
10	128
11	121
12	120

Severity of Disability and ESE Population

Although in Florida disabilities are divided into four levels of severity, the programs that responded indicated that only students in two levels, mild and moderate, are served in the dropout prevention programs. Services for students with mild and moderate disabilities are identified in the categories of the dropout components in general and teen parent programs. The educational alternatives program serves students with mild disabilities.

The number of programs that serve the ESE population is shown in Table 12, page 32. What is interesting to note from this table is that the majority of students are classified General ESE. The ESE populations used as descriptors included educably mentally handicapped (EMH), trainably mentally handicapped (TMH), profoundly mentally handicapped (PMH), speech and language impaired (SLI), emotionally handicapped (EH), severely emotionally disturbed (SED), specific learning disabled (SLD), hearing impaired (HI), visually impaired (VI), physically impaired (PI), autistic, dual sensory impaired (DSI), gifted, and general exceptional student education (ESE).

Table 12: Dropout Prevention ESE Population

ESE Population	No. of Programs
EMH	3
TMH	2
PMH	1
SLI	1
EH	2
SED	0
SLD	2
HI	2
VI	2
PI	1
Autistic	0
DSI	0
Gifted	1
General ESE	138

Diploma Type

The options for diplomas (See Table 13, page 33) include standard diplomas, special diplomas, certificates of completion, graduation equivalency diploma (GED), GED Exit Option, or all of the above. The standard diploma is given in 24% of the programs. A GED is offered by 11% of the programs and a GED Exit Option by 14%. Certificates of completion are available in 4% of the programs and 3% offer special diplomas. Two percent of the programs offer all of these program options. These numbers are based on the information provided. Some districts did not indicate diploma type.

Table 13: Dropout Prevention Diploma Type

Diploma Type	No. of Programs
Standard Diploma	58
Special Diploma	6
Certificates of Completion	10
GED	25
GED Exit Option	34
All of the above	5

Program Information

Information was provided on the various components of the programs. Program information refers to program location, scheduling flexibility, and program models.

Program Location and Scheduling Flexibility

The dropout prevention programs are held either on-campus, off-campus, or both (see Table 14, page 33). Possible off-campus locations might include a drug treatment center, juvenile detention center, hospital, separate educational facility, or wilderness camp. Forty-four percent of the programs are off-campus locations, and 48% are located on campus. Additionally, 19% of the programs offer both options.

Table 14: Dropout Prevention Location

Location	No. of Programs*
On-Campus	68
Off-Campus	58
Both	46

* The location was not indicated by all districts.

Program Scheduling

Available scheduling alternatives (see Table 15, page 34) are credit make-up, grade make-up, open-entry/exit, flexible, home-bound instruction, after school, and others like summer enrichment and summer on-the-job training. Forty percent of the programs have an open-entry/exit option and 16% offer flexible scheduling. All the other options are offered in 8% or fewer of the programs.

Table 15: Dropout Prevention Scheduling Flexibility

Scheduling	No. of Programs
Credit Make-Up	19
Grade Make-Up	11
Open-Entry/Exit	96
Flexible	39
Home Bound Instruction	178
After School	19
Others	6

Program Models

Six different program models were provided in this study: cities in schools, marine institute, residential, law academy, normative, school within school, and other (satellite school, mini-school, and performing arts program). The normative model is the one presented most often (30%). Fourteen percent of the programs are residential. The responding districts indicated that marine institutes make up 4% of the programs and 5% are a

school within a school. Some districts did not indicate which program models were available.

Table 16: Dropout Prevention Program Models

Program Models	No. of Programs
Cities in Schools	1
Marine Institute	10
Residential	33
Law Academy	2
Normative	71
School Within School	11
Other	3

Conclusions and Recommendations

Graduation and readiness for postsecondary education or employment are included as goals in Florida's Education Initiative, *Blueprint 2000: A System of School Improvement and Accountability*, to assure every student can be a contributing citizen and successful member of society. Sharing the most effective practices of the dropout prevention programs and the exceptional student education transition programs may improve services for all students.

Under Chapter 6A-6, Special Programs for Exceptional Students, the Legislature addressed the evaluation and operation of district dropout prevention programs in the following manner.

> Dropout prevention programs differ from traditional programs in scheduling, instructional strategies, philosophy, curricula, learning activities, and assessment. These programs shall be positive in approach, provide courses leading to the achievement of a standard or special high school diploma, ensure that coordination of services and activities with other programs and agencies exist, and be fully comprehensive (Florida Department of Education, 1993, p. 163).

There are many exciting and innovative dropout prevention programs in Florida. In reviewing the results from the Dropout Prevention Database, trends were noted that have programming implications for students with mild disabilities. These conclusions are drawn from the districts that responded. Hopefully this monograph and the database will be helpful to educators across the state. Through collaboration and cooperation, districts may benefit from each other. Following are conclusions and recommendations.

- Programs and districts can learn from each other in the areas of parent networks and interagency collaboration. Fifty-five percent of the dropout prevention programs have parent networks. Most of the dropout prevention programs use some form of interagency cooperation: a council, agency

directory, local business advisory board, or parent network. Collaboration and cooperation between districts and programs by sharing parent networks and directories could increase the knowledge base and resource options of every district. Improved joint efforts and increased information sharing will provide students with a coordinated program that will assist them in staying in school and becoming better prepared for their future. Other noteworthy items follow.

- Sixty-eight percent of the dropout prevention programs involve agencies and businesses, but it was not indicated that any districts had business partners as dropout prevention team members. It may be to the advantage of the district and the students to invite business partners to send an employer representative to participate on the dropout prevention team. Having input from the business community may help ensure students are learning the skills necessary for employment in their community.
- For students with mild disabilities, some districts have included representatives from agencies such as Division of Vocational Rehabilitation (DVR), Developmental Disabilities (DD), and Private Industry Council (PIC) or the community college. More districts may want to invite these specialists who may provide positive contributions to the dropout prevention team.
- A large number of the dropout prevention programs offer training manuals or instructional materials as program documentation . Several districts listed handbooks. Handbooks could be beneficial to students, teachers, parents, and community participants for information and public awareness.
- While some programs are actively cultivating and educating their community resources through training, promotion, and information dissemination, many respondents did not report developing these important aspects of their programs. Community linkages are crucial to ensuring that programming is appropriate and meets the needs of the community.
- Several districts reported having a representative from Exceptional Student Education on their dropout prevention team. More districts may want to include the transition coordinator, ESE teacher, or ESE supervisor on

the dropout prevention teams.

- One district listed the student as a member of the dropout prevention team. With the implementation of IDEA more districts may include the student as a team member.
- Approximately 50% of the responding programs report using an IEP in their dropout prevention programs. More programs may want to involve the student and parent by implementing individual educational plans.
- Dropout prevention programs report serving students with mild to moderate disabilities, but the majority of students with disabilities in dropout prevention are listed as general ESE. Special diplomas are given in 3% of the dropout prevention programs. Most of the students in dropout prevention are pursuing standard diplomas. Although a couple of the districts served students in specific categories, dropout prevention programs may want to be aware of the specific needs of different students in order to serve them better.
- Dropout prevention emphasizes the academic curriculum, but it also addresses career exploration and employability skills. The top five services in rank order for dropout prevention programs are planning services, school-based services, support services, referral services, and teacher resources.
- Comprehensive programs were found in districts of all sizes indicating that dropout prevention programming may not be limited by district size but rather by ability to overcome barriers. Students in grades 7 and 8 have the highest number of dropout prevention programs available to them, but a large number of dropout prevention programs start with elementary students.

This study has reported on dropout prevention programs and program components that districts were found to have in common; however, many unique program components currently being implemented in some districts were not addressed in this report (e.g., store-front schools and youth clubs). An important aspect of the research was to increase awareness of dropout prevention programs for students with mild disabilities available in each district and to share information and services between different divisions of public education.

Note

All efforts were made to make the Statewide Dropout Prevention Database as representative of programming across Florida as possible. Dropout prevention programming in Florida and throughout the United States is experiencing a growth spurt. For this reason, many new programs have been implemented during the short time since data were collected for this study. Additionally, documentation provided by districts may not have fully represented the current dropout program offerings in the district. If a district's dropout programming has not been represented accurately this was not an intentional outcome. In a continual effort to assure the accuracy of the Statewide Transition and Dropout Prevention Databases, an opportunity will be offered to districts periodically to send new and updated program information to be descriptored and entered into the database. Once the database has been updated, *Dropout Prevention Database Update Briefs* will be published and disseminated. Information concerning these programs can be shared within and across districts through ***Florida* Network's** Resource Center, newsletter, monographs, presentations and other forms of dissemination. All materials sent by district contact persons are housed in ***Florida* Network's** Resource Center and are available for review.

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Appendix A

Dropout Prevention Contact Persons List

Statewide Dropout Prevention Study Contact Persons

Ed Smith
Alachua

Ronnie Kirkland
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Hattie Burch
Bay

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Bradford

Val Croskey, Jr.
Brevard

Fran Merenstein
Broward

Patricia Suggs
Calhoun

Chantal Phillips
Charlotte

David Cook
Citrus

Ben Wortham
Clay

Sharon Thompson
Collier

Tonita Orr
Columbia

Anne Smith
Dade

Katherine Tracey
DeSoto

Kenneth Baumer
Dixie

Tad Shuman, Jr.
Duval

Sandra Riley
Escambia

Richard D. Conkling
Flagler

Mikel Clark
Franklin

Lillie S. Jackson
Gadsden

Mary Bennett
Gilchrist

Mazie Ford
Glades

Mack Eubanks
Gulf

Caren Blair
Hamilton

John Masterson
Hardee

Kenneth Dooley
Hendry

James Knight
Hernando

Connie Tzovarras
Highlands

J. Kelly Lyles
Hillsborough

Tommie Hudson
Holmes

Charlene Tardi
Indian River

Lowell Centers
Jackson

Betty Messer
Jefferson

Irene Calhoun
Lafayette

Mary Ellen Burnett
Lake

Elizabeth Goodwin
Lee

Bobbye McNish
Leon

Ruthann Ross
Levy

Sue Summers
Liberty

Janis Bunting
Madison

Jan Norrie
Manatee

Charles Glover
Marion

Jayne Palmer
Martin

Otha P. Cox
Monroe

Joline Hewett
Nassau

Hal Dearman
Okaloosa

Zella Kirk
Okeechobee

Margaret Gentile
Orange

Lee Herr
Osceola

Peggy Campbell
Palm Beach

Robert Dellinger
Pasco

Dee Walker
Pinellas

Rhonda Ashley
Polk

Robert J. Kuhn
Putnam

Glenn Denny
Santa Rosa

Linda Thornton
Sarasota

James Dawson
Seminole

Carole Taylor
St. Johns

Mary Alice Bennett
St. Lucie

Ila Jean Locke
Sumter

James Cooper
Suwannee

Lawrence Hughes
Taylor

Debbie Dukes
Union

Lisa Guess
Volusia

Jan Putnal
Wakulla

Marsha Pugh
Walton

Sue Kelly
Washington

Appendix B

Dropout Prevention Program Descriptor Sheets

DROPOUT PREVENTION STUDY
COVER PAGE

County

Size ☐ Small ☐ Medium ☐ Med/Small ☐ Large

Transition Contact	Dropout Contact
Transition Title	Dropout Title
Transition Address	Dropout Address
Phone	Phone
Suncom	Suncom
Fax	Fax
Verification	Verification

Initiatives
- ☐ Adult Handicapped
- ☐ Blue Print for Career Education
- ☐ Cooperative Consultation
- ☐ CBVA
- ☐ Interagency Agreement Training
- ☐ Comprehensive Transition Process
- ☐ School Improvement Pilot Site
- ☐ Strategies Intervention Model
- ☐ Supported Employment
- ☐ Tracking System Project
- ☐ OSERS Project
- ☐ FDLERS Project
- ☐ Dropout Prevention

Initiative Comments

Transition Program Status	☐ Planning Stage ☐ Program
Employment Training I Program Status	☐ Planning Stage ☐ Program
Employment Training II Program Status	☐ Planning Stage ☐ Program
Employment Training III Program Status	☐ Planning Stage ☐ Program
Employment Training IV Program Status	☐ Planning Stage ☐ Program
Voc Ed Program Status	☐ Planning Stage ☐ Program
Post Sec Program Status	☐ Planning Stage ☐ Program

Dropout Program Status	☐ Planning Stage ☐ Program
Dropout Retrieval Program Status	☐ Planning Stage ☐ Program
Educational Alternative Program Status	☐ Planning Stage ☐ Program
Substance Abuse Program Status	☐ Planning Stage ☐ Program
Teenage Parent Program Status	☐ Planning Stage ☐ Program
Disciplinary Program Status	☐ Planning Stage ☐ Program
Youth Services Program Status	☐ Planning Stage ☐ Program

Trans Team Members
- ☐ Parent/Guardian
- ☐ Student
- ☐ County Administrator
- ☐ Principal
- ☐ Curriculum Coordinator
- ☐ Evaluator
- ☐ Psychologist
- ☐ ESE Teacher
- ☐ Vocational Teacher
- ☐ Regular Education Teacher
- ☐ Transition Specialist
- ☐ Guidance Counselor
- ☐ Related Service Rep
- ☐ Employer Rep
- ☐ Adult Service Rep
- ☐ DVR Rep
- ☐ DD Rep
- ☐ HRS Rep
- ☐ DBS Rep
- ☐ ARC Rep
- ☐ PIC Rep
- ☐ FDLRS Rep
- ☐ Comm Coll/Voc Rep
- ☐ Others

T Team Mem Comments

DOP Team Members
- ☐ Parent/Guardian
- ☐ Student
- ☐ County Administrator
- ☐ Principal
- ☐ Curriculum Coordinator
- ☐ Evaluator
- ☐ Psychologist
- ☐ ESE Teacher
- ☐ Vocational Teacher
- ☐ Regular Education Teacher
- ☐ Transition Specialist
- ☐ Guidance Counselor
- ☐ Related Service Rep
- ☐ Employer Rep
- ☐ Adult Service Rep
- ☐ DVR Rep
- ☐ DD Rep
- ☐ HRS Rep
- ☐ DBS Rep
- ☐ ARC Rep
- ☐ PIC Rep
- ☐ FDLRS Rep
- ☐ Comm Coll/Voc Rep
- ☐ Others

DOP Team Mem Comments

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DROPOUT PREVENTION STUDY
PROGRAM DESCRIPTOR SHEETS

☐ FTE ☐ Non FTE

County

Program

Program Comments

Program Models
☐ Cities in Schools ☐ Marine Institute ☐ Residential ☐ Other
☐ Law Academy ☐ Normative ☐ School Within School

Model Comments

Year Data Collected ☐ 1990-1991 ☐ 1991-1992 ☐ 1992-1993

Verification Date

Planning Documentation

☐ ICP	☐ Permission Forms
☐ IEP	☐ Referral Forms
☐ IEP (General)	☐ Other Program Forms
☐ ITP	☐ Parent/Student Letters
☐ Documentation of Referral (FL)	☐ Employer Letters
☐ Evaluation (pre placement)	☐ Checklists
☐ Evaluation (post placement)	☐ Interviews
☐ IVEP	☐ Parent/Student Questionnaires
☐ IWRP	☐ Employer Questionnaires
☐ IPP/IHP	☐ Personal Data
☐ Agreement Forms	☐ Student Logs
☐ Intake Staffing Forms	☐ Employer Logs
☐ Job Readiness Forms	☐ Emergency Procedures
☐ Meeting Forms	☐ Others

Plan Doc Comments

Program Location ☐ Off Campus ☐ On Campus

Scheduling
☐ Credit Make-up ☐ Grade Make-up ☐ Open-Entry/Exit ☐ Other
☐ Flexible ☐ Home Bound Instruction ☐ after school

Scheduling Comments

Guidelines

☐ Legislative Policy Statement	☐ Student Eligibility Guidelines	☐ Training Manuals
☐ County Policy Statement	☐ Adminstrator Guidelines	☐ Program Outreach
☐ ESE Policy Statement	☐ Student Meetings Guidelines	☐ Promotional Materials
☐ LEP Policy Statement	☐ Guidelines for Forms	☐ Pamphlets
☐ Program Guidelines	☐ Certificate of Completion	☐ Video Tape
☐ ITP Guidelines	☐ Program Evaluation	☐ Inservice Information
☐ Admittance Guidelines	☐ Agency Handbook	☐ Interdisciplinary Trainin
☐ Exit Review Guidelines	☐ Parent Handbook	☐ Other
☐ Hiring Guidelines	☐ Resource Handbook	

Guidelines Comments

Interagency Cooperation

☐ Agencies	☐ Councils	☐ Parent Network
☐ Agency Directories	☐ Duel Enrollment - Adult Ed	☐ Statements
☐ Agreements	☐ Duel Enrollment - Community College	☐ General Information
☐ Business	☐ Duel Enrollment - Voc ed	☐ Other
☐ Community	☐ Intra-Education	
☐ Community College	☐ Local Business Advisory Boards	

Inter Coop Comments

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Curriculum

- ☐ Academics
- ☐ Primary
- ☐ Secondary
- ☐ Functional/Academic
- ☐ Exploration
- ☐ Employability Skills
- ☐ Competency Based
- ☐ Instructional Variety
- ☐ Individualized Instruction
- ☐ Resource/Tutorial
- ☐ Survival Skills
- ☐ Social Skills
- ☐ Integrated Skills
- ☐ Other

Curriculum Comments

Services

- ☐ ARC
- ☐ Academics
- ☐ Adult Education
- ☐ Advisement
- ☐ Advocacy
- ☐ Agency Referral Follow-up
- ☐ Attendance Monitoring
- ☐ Behavior/Learning Contracts
- ☐ Behavior Management
- ☐ Career Education/Exploration
- ☐ Career Planning
- ☐ Case Management
- ☐ Chapter I
- ☐ Childcare
- ☐ College(2/4 year)
- ☐ Community Based Training
- ☐ Community Living
- ☐ Community Services
- ☐ Computer Aided Instruction
- ☐ Course Modification Suggestions
- ☐ DBS
- ☐ DD
- ☐ DVR
- ☐ Developmental Training
- ☐ Dropout Liaison
- ☐ Dropout Retrieval Activities
- ☐ Easter Seal
- ☐ Employment
- ☐ Employment Specialist
- ☐ Equipment
- ☐ Entrepreneurship
- ☐ Extra-curricular
- ☐ Exit Interviews
- ☐ Family Services
- ☐ Financial
- ☐ Follow-up Services
- ☐ Goodwill
- ☐ Guardianship
- ☐ Guidance/Counseling
- ☐ HRS
- ☐ Home Visits
- ☐ Intra-student Social Support
- ☐ JTPA
- ☐ Job Coach
- ☐ Job Corp
- ☐ Job Service of Florida
- ☐ Leadership Training
- ☐ Life Skills
- ☐ Living Arrangements
- ☐ Medical
- ☐ Mental Health
- ☐ Mentoring
- ☐ Military
- ☐ OJT
- ☐ Parent Information
- ☐ Peer Counseling
- ☐ Peer Facilitator/Tutor
- ☐ Psychological Services
- ☐ Referral
- ☐ SSI
- ☐ Scheduling Flexability
- ☐ Survival Skills
- ☐ Social/Leisure
- ☐ Student Assessment
- ☐ Support Services
- ☐ Teacher Resources
- ☐ Title XX Funding
- ☐ Transition Specialist
- ☐ Transportation
- ☐ UCP
- ☐ Voc Evaluation/Assessment
- ☐ Voc Training
- ☐ Other

Services Comments

Student Data

Age Range ☐ <10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ >21

Grade Range ☐ <4 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ >12 ☐ Grades vary

Diploma Type ☐ Regular ☐ Special ☐ Certificate of Completion ☐ GED ☐ GED Exit Option

Special Education Level ☐ Mild ☐ Moderate ☐ Severe ☐ Profound

Special Education Label

- ☐ Educable Mentally Handicapped
- ☐ Trainable Mentally Handicapped
- ☐ Profoundly Mentally Handicapped
- ☐ Speech and Language Impaired
- ☐ Emotionally Handicapped
- ☐ Severely Emotionally Disturbed
- ☐ Specific Learning Disabilities
- ☐ Hearing Impaired
- ☐ Visually Impaired
- ☐ Physically Impaired
- ☐ Autistic
- ☐ Deaf-Blind
- ☐ Gifted
- ☐ Other
- ☐ General ESE

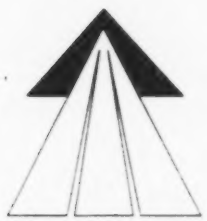
Student Data Comments

General Comments

Appendix C

State Map of Districts

FLORIDA SCHOOL DISTRICTS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EDUCATION